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ABSTRACT

This bibliography lists references to books, articles, curriculum aids, progress reports and other writings related to the 11 different Head Start curriculum models now being tested experimentally in many communities. The models, developed by experienced educators, are: Academically Oriented Preschool; Behavior Analysis Model; Responsive Environment Corporation; Tucson Early Education Model; Bank Street Early Childhood Center; Parent Education Project, Florida Model; Responsive Model, Berkeley; Institute for Developmental Studies; Primary Education Project, Pittsburgh; Educational Development Center; and Cognitively Oriented Curriculum. Readings giving an overview are also listed. Information is included on ordering these documents which are available through the ERIC system. Other works are available at libraries or from authors or publishers cited. A list of addresses of the educators responsible for the models is given. (NH)

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HEAD START CURRICULUM MODELS:

A Reference List

PS004192

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FOREWORD

In 1971 Project Head Start goes into its seventh year. During the years since Head Start's exciting birth in 1965, millions of families have enjoyed the excitement, the caring, the guidance and the dedication of Head Start workers.

During these years of growth and development Head Start parents, teachers and planners have been exploring a variety of approaches to early childhood education. In order to encourage each local community to find its own best way, the National Head Start Office has identified eleven different curriculum models. Each of these models has been carefully developed by experienced educators of young children. Each model is being applied in a wide variety of communities across the country.

The Information Services Department at ERIC/ECE has prepared this reference list to help those who are looking for information about the various models. The list pulls together citations to many articles, curriculum aids, books, progress reports, and other writings related to Head Start Curriculum Models.

The writings cited in this list are available to you in one of several ways:

Some of the works, particularly those published by commercial publishing houses or those published in journals, are easily available in public or university libraries. Librarians will welcome your inquiry and will help you find what you need.

Others are available only from the authors or publishers cited in this list. On page 21 you will find a list of the addresses of the educators responsible for the models; other addresses are included in individual citations.

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Please let us know how we can help you further with your questions about Head Start.

Lilian G. Katz, Ph.D.
Director, Clearinghouse on
Early Childhood Education
Educational Resource
Information Center (ERIC)

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ACADEMICALLY ORIENTED PRESCHOOL: ENGELMANN-BECKER

Engelmann and Becker use a structured, academic approach. The program is premised on the belief that every child can achieve well in the academic area if he receives adequate instruction and if there is a payoff for learning. Programmed materials are used to teach essential concepts and operations in reading, arithmetic, and language. A language training program is specifically designed to remedy language deficiency, teach language necessary for instruction and concepts used in logical thinking. Teachers systematically reinforce those behaviors that are desired. Parents are trained as teacher aides in the use of programmed materials and specific reinforcement techniques.

Related Readings

Academic Preschool, Champaign, Illinois; One of a Series of Successful Compensatory Education Programs. It Works: Preschool Program in Compensatory Education. 1969, 27 p. Available as document no. 344-842 (2039) from the U.S. Government Printing Office, Washington, D.C. 20402.

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Becker, Wesley C. Parents Are Teachers In Child Management Programs. Research Press, Champaign, Illinois 61820.

Bereiter, Carl. A Beginning Language Program for Disadvantaged Children. 1966, 10 p. PS 000 888

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Bereiter, Carl. Acceleration of Intellectual Development in Early Childhood. Final Report. 1967, 212 p. ED 014 332.

Bereiter, Carl. Are Preschool Programs Built the Wrong Way? Nation's Schools, Vol. 77, no. 6, June 1966, pp.55-56

Bereiter, Carl. Arithmetic and Mathematics. Dimensions in Early Learning Series. 1968, 95 p. Available from Dimensions Publishing Co., San Rafael, California 94903

Bereiter, Carl. Development of Curricula and Methods and Training of Specialists in Preschool Education. 17 p. PS 000 567

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Engelmann, Siegfried. Relationship Between Psychological Theories and the Act of Teaching. Journal of School Psychology, Vol. V, no. 2, winter, 1967, pp. 93-100.

Engelmann, Siegfried. Structuring Language as a Tool for Thought. 20 p. PS 000 889

Engelmann, Siegfried. Teaching Communication Skills to Disadvantaged Children. 40 p. PS 000 890

Engelmann, Siegfried. Teaching Formal Operations to Preschool Advantaged and Disadvantaged Children. 1967, 15 p. ED 019 990

Engelmann, Siegfried. Teaching Reading to Children with Low MA's. 1968, 22 p. ED 014 020

Experiments in Head Start and Early Education: Curriculum Structures and Teacher Attitudes. OEO Division of Research and Evaluation, Project Head Start, Nov. 1969. PS 002 919

O'Leary, K.D. and Becker, Wesley. The Effects of the Intensity of a Teacher's Reprimands on Children's Behavior. Journal of School Psychology, Vol. 7, no. 1, p. 8-11 W 1968-69.

BEHAVIOR ANALYSIS MODEL: DON BUSHELL, JR.

Don Bushell uses a behavior analysis approach. The goal of the program is to teach the child needed skills by means of systematic reinforcement procedures. The teacher's role is that of a behavior modifier. Individual instruction is emphasized through the use of programmed materials. Parents are hired and trained to use positive reinforcement techniques while teaching in the classroom; they also share responsibility for teaching these techniques to other parents.

Related Readings

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Barrish, H.H., Saunders, M. and Wolf, M.M. Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. Journal of Applied Behavior Analysis, 1969, Vol. 2, pp. 119-124.

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Staats, A.W. and Butterfield, W.H. Treatment of non-reading in a culturally deprived juvenile delinquent: An application of reinforcement principles. Child Development, 1965, Vol. 36, pp. 925-942.

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Whitlock, C. and Bushell, D., Jr. Some effects of "back-up" reinforcers on reading behavior. Journal of Experimental Child Psychology, 1967, Vol. 5, pp. 50-57.

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Bushell, D., Jr., Wrobel, P.A. and Michaelis, M.L. Applying "group" contingencies to the classroom study behavior of preschool children. Journal of Applied Behavior Analysis, 1968, Vol. 1, pp. 55-62.

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RESPONSIVE ENVIRONMENT CORPORATION: RUTHE FARMER

The REC program utilizes specially designed learning materials and educational technology in a flexible structure to achieve its objectives. There is a careful balance between structured and nonstructured activities with emphasis on individualized independent work rather than group instruction. Observations of the child's interaction with his environment guide the teacher in the selection and organization of appropriate materials and activities. The talking page learning system is used for language growth and development. Selected self-correcting sensorial learning materials are provided to aid the child in understanding and incorporating basic concepts and to enhance his abstract reasoning ability. Classroom libraries containing a large number of volumes on a wide variety of subjects are an integral part of the model. A home learning unit comprised of sequential learning materials and a learning activity guide for use by parents and other family members is used.

Related Readings

Farmer, Ruthe. Criteria for Observation of Responsive Environments Corporation Model Early Childhood Program. 1970, 2 p. PS 003 916

Farmer, Ruthe. The Responsive Environments Corporation Early Childhood Education Model. Summary. 1970, 2 p. PS 003 915

TUCSON EARLY EDUCATION MODEL: JOSEPH FILLERUP, RON HENDERSON

This program emphasizes the development of behavioral skills and attitudes, categroized as: a language competence, an intellectual base, a motivational base, and societal arts and skills. While carefully structured, the curriculum is flexible and the organization of the class provides for frequent opportunities for small group and one-to-one adult-child interaction. A variety of behavioral options are made available to the child, providing opportunities to develop individual skills at individual rates. Imitation of a variety of desirable behavioral models provided is actively encouraged. Social reinforcement is used to ensure that the child experiences frequent gratification as a result of his behavior and skill acquisition. The assumptions are made that when opportunities for learning are made available (1) the child does not have to be forced, or even to be requested to learn and (2) that the optimal functioning of the instructional program is very dependent upon an effective parent involvement program.

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Henderson, Ronald. Environmental Stimulation and Intellectual Development of Mexican-American Children--An Exploratory Project. 1966, 242 p. ED 010 587

Henderson, Ronald W. Environmental Variables as Predictors of Academic Preformance. 1969, 12 p. Available from: University of Arizona, College of Education; Follow Trhough Implementation, Arizona Center for Early Childhood Education.

Henderson, Ronald. Research and Consultation in the Natural Environment. 1969, 15 p. ED 037 240

Hughes, Marie M. and Taylor, Jewell C. Analyses of Stories Dictated in Classes of the Cooperative Project. 1967, 40 p. ED 019 993

Hughes, Marie M. and Sanchez, George I. Learning a New Language. 1958, 32 p. Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016

Hughes, Marie M. and others. The Tucson Early Education Model. 1968, 12 p. ED 033 753

Rankin, Richard J. and Henderson, Ronald W. Standardized Tests and the Disadvantaged. 1969, 13 p. ED 034 594

BANK STREET EARLY CHILDHOOD CENTER: ELIZABETH GILKESON AND HY WOLOTSKY

Bank Street College presents a developmental approach which has as its ultimate objective to enable each child to become deeply involved and self-directed in his learning. Activities are planned for both individual and groups of children. The classroom is the child's work room where he is free to investigate objects and explore media. Concrete, sensory, and motor activities are interrelated with opportunities for functional and expressive use of language. The teacher is regarded as highly important in the program. She not only functions as a consistent adult whom the child learns to trust, but she also sensitizes the youngster to his experiences, to sights, sounds, feelings and ideas. Key elements in the program are: (1) staff development (2) parent involvement and (3) community relations.

Related Readings

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e) Stanton, J., Beyer, E. "First Hand Experiences and Sensory Learning". 1939.

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Neubauer, P. B. Ed. Concepts of Development in Early Childhood Education. An Institute Conducted by the Child Development Center. New York: Charles C. Thomas. 1965.

Reens, Renee and others. Head Start Evaluation and Research Center. Progress Report of Research Studies 1966 to 1967. Document 6, Individual Instruction Project 1. 1967, 16 p. ED 021 628

Winsor, Charlotte. Bridging the Gap: Research to Practice. Atlantic City, February 17, 1970. PS 003 228

PARENT EDUCATION PROJECT (FLORIDA MODEL): IRA GORDON

Gordon uses an approach which utilizes the concept of the parent-educator. The parent-educator is a mother from the local community who works with each parent in the home by presenting weekly tasks, individualized for her child; for development of intellectual and cognitive skills, the parent-educator also assists in the classroom. The tasks that are taught in the classroom are then taken by her into the home, where she instructs the mother in how to teach the child. The mother thus learns (1) that education occurs in the home (2) what kinds of child activities she should encourage, and (3) that her behavior with her child can have an effect and that she can be successful. Gordon suggests that a continuous reporting on home visits and classroom observations should be the basis of curriculum development tailored to each community.

Related Readings

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Gordon, Ira J. and others. The Florida Parent Education Model. 8 p. no date given. PS 002 308

Gordon, Ira J. Intellectual Stimulation for Infants & Toddlers: A Brief Scientific Introduction. 1967, 6 p. PS 000 393

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Gordon, Ira J. Studying the Child in School. 1966, 152 p. PS 001 354

Gordon, Ira. Self-Help Approach: Parents as Teachers. Compact V. 3 No. 6 pp. 26-31, Dec. 1969.

Hess, Robert D. Parental Behavior and Children's School Achievement: Implications for Head Start. 1969, 119 p. ED 036 332

RESPONSIVE MODEL: GLEN NIMNICHT (BERKELEY)

Nimnicht has developed a responsive environment program based on the autotelic discovery approach. The program aims to help children develop both a positive self-image and intellectual ability. Emphasis is placed on increasing the child's sensory and perceptual acuity, language development and concept formation, problem solving and abstract thinking ability. The autotelic learning activities are intended to be intrinsically motivating and self-rewarding--not dependent on external rewards or punishments. The total environment is organized to be responsive to the child's interest and his style of learning. The teacher is also responsive to the child. She guides him, helps him solve problems and find answers, but avoids providing him with solutions.

Related Readings

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Kelly, Edward J. and McAfee, Oralie. New Nursery School Research Project. Final Report. Oct. 1, 1967-Sept. 30, 1968. Annual Progress Report. College of Education, University of Northern Colorado. Greeley, Colorado. 220 p. PS 002 490

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Nimnicht, Glen. Environmentally Deprived Children. 1969, 10 p. PS 003 069.

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Nimnicht, Glen and others. Research on the New Nursery School, Part II: A Report on the Use of Typewriter and Related Equipment with Three- and Four-Year-Old Children at the New Nursery School. Interim Report. 1967, 23 p. ED 027 077.

INSTITUTE FOR DEVELOPMENTAL STUDIES: EDWARD PONDER

This program is designed to focus on both the cognitive and affective development of young children. Areas of implementation are concept formation, perception, language, self-image, and social emotional growth. Emphasis is placed on individualization of instruction by means of classroom management techniques, continuous teacher assessment, and small group instruction. An integral part of the program is ongoing involvement of classroom personnel in the construction and adaptation of curriculum and materials. Community and parent participation is a viable component of this approach.

Related Readings

Deutsch, Martin and Friedman, Alfred. A Program to Demonstrate the Effectiveness of a Therapeutic Curriculum for the Socially Deprived Preschool Child. 1962, 17 p. PS 000 679

Deutsch, Martin. Ford Foundation Interim Progress Report, Part I, Nov. 1967. 352 p. Inst. for Developmental Studies, School of Education, New York University. PS 001 114

Deutsch, Martin and others. The Disadvantaged Child: Selected Papers of Martin Deutsch. 1967, 410 p. Basic Books Inc., Publishers. New York, N.Y.

Deutsch, Martin and others. Institute for Developmental Studies Interim Progress Report. Part II: Research and Evaluation. 1968, 239 p. ED 036 312

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Deutsch, Martin. The Role of Social Class in Language Development and Cognition. 1965, 11 p. Reprint from Amer. Journal of Orthopsychiatry Jan. 1965, Vol. XXXV, No. 1.

Deutsch, Martin. Some Psychological Aspects of Learning in the Disadvantaged. 1966, 6 p. In Teachers College Record, Columbia University, Teachers College, 525 W. 120th St., New York, N.Y. 10027

The Institute for Developmental Studies. The Deutsch Model--Institute for Developmental Studies. New York University, N.Y. 1968, 20 p. ED 020 009

Powledge, Fred. To Change a Child: A Report on the Institute for Developmental Studies. Published by Quandrangle Book, Chicago, Illinois, copyright: 1967.

UNIVERSITY OF PITTSBURGH: LAUREN RESNICK AND WARREN SHEPPLER

The Learning Research and Development Center of the University of Pittsburgh has developed the PEP (Primary Education Project) model for individualized education at the preschool level. The most critical component lies in an individual progress plan in which each child works through the finely graded steps of a curriculum at a rate and in a manner suited to his own needs. The curriculum emphasizes basic skills and concepts that underlie a variety of subject matters, including basic perceptual motor orientation, language concepts and logical processes, memory and problem solving skills. The curriculum objectives are sequenced to reflect the natural order in which children acquire key skills and concepts. For each objective in the sequence, a brief diagnostic test has been developed. A teacher uses these tests to determine where in each sequence each child falls and designs an individually tailored instructional program for him.

Related Readings

Resnick, Lauren B. and Wang, Margaret C. Approaches to the Validation of Learning Hierarchies. Preprint 50. 1969, 44 p. ED 035 943

Resnick, Lauren B. Design of an Early Learning Curriculum. 1967, 68 p. ED 018 393

EDUCATIONAL DEVELOPMENT CENTER (EDC): FRANK WATSON

EDC uses a pragmatic and action-oriented approach. The objectives are: (1) to help Head Start fashion classroom environments responsive to the individual needs of children as well as to the talents and styles of the teachers (2) to develop the advisory concept as a way of facilitating continued growth and change in schools. Basic requirements are that there must be an effective program of staff development, adequately provisioned environments in which children can be challenged and stimulated, and a continuing program of parental involvement and interpretation. The class activities arise from the needs and interest of the group rather than from a prescribed curriculum. The teacher serves as a catalytic agent. She guides the children and structures the environment. A local advisor, with extensive teaching experience, is charged with responsibility for suggesting change as indicated within each classroom.

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